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ABSTRACT

Factors associated with fostering and overcoming sex-role stereotyping in secondary level occupational education in New York State were identified during the first of a two-phase project. The first phase, a pilot study, focused on the program area of Trade, Industrial, and Service Education. (Phase II will involve an expanded analysis of factors related to sex-role stereotyping in occupational education in New York State. This phase is expected to include data from two levels of students--11th and 12th graders currently in selected programs and 10th graders who may or may not enroll in such programs in the future.) Students and parents at four schools were surveyed, and, following the survey, students in the designated program areas were interviewed in small groups. The results indicated that students in fields that are traditional for their sex (1) usually had enrolled in their first choice of program, and had not preferred a non-traditional program; (2) rated themselves, their parents, and their guidance counselors as more important than their friends in the choice of an occupational program; and (3) were largely unaware of their parents' attitudes toward their studying a wide choice of fields. Although parents' attitudes paralleled the stereotyped course enrollments to some extent, a larger percentage of the parents indicated potential support for boys and girls in non-traditional fields than the percentage of such students in these fields. (Seventeen tables are attached.) (EM)

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THE IDENTIFICATION OF FACTORS ASSOCIATED WITH SEX -ROLE STEREOTYPING IN OCCUPATIONAL EDUCATION

(Phase 1)

Final Report

VEA-78-3A-903
December 1978

Mary Diederich Ott

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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The New York State College of Agriculture and Life Sciences, a Statutory College of the State University at Cornell University, Ithaca, NY 14853.

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Funds for this project were provided by the Vocational Education Amendments of 1976 through the Office of Special Programs in Occupational Education of the New York State Education Department.

Project Staff

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I. INTRODUCTION

This project was intended to identify factors associated with fostering and overcoming sex-role stereotyping in secondary level occupational education programs in New York State. The project was conceived and initially directed by Dr. LaVerna M. Fadale. In Phase I, project activities included (1) a literature review and preparation of an annotated bibliography; (2) formation of a technical advisory committee and of a project advisory committee (see Figure 1); (3) development of a research design, of data collection instruments, and of a data analysis plan; (4) data collection and analysis; and (5) preliminary revision of the research design and data collection instruments for Phase II of the project.

This report presents two products of this pilot phase of the project: (1) the results of the data analysis; and (2) the revised research design for Phase II of the project.

The pilot phase of the project focused on the program area of Trade, Industrial, and Service Education. Within this program area, four curricula were identified for study: Machine and Metal Industries, Construction and Maintenance, Quantity Food Occupations, and Personal Services (Cosmetology). These curricula were selected because total enrollments in each were over 3000, and each is likely to be taught in most institutions. In addition, the four represent curricula which are predominantly male, are mixed, or are predominantly female.

The four schools selected for inclusion in the study were the two locations of Onondaga-Madison BOCES, Syracuse Central Tech, and Nottingham High School in Syracuse. The students included at Onondaga-Madison BOCES and at Syracuse Central Tech were enrolled in the four selected curricula, or in fashions at Central Tech. The students included at Nottingham High School were identified by the counselor as having registered for an occupational education program for the following year.

Data collection instruments were developed at the Cornell Institute for Occupational Education, in consultation with the Bureau of Occupational Education Research, and approved by the Information Center on Education. At each school, students and their parents completed survey forms, and students were interviewed. In addition, teachers, principals, and counselors were interviewed or completed survey/interview forms. Data were collected in late May, 1978.

We now turn to a discussion of the data obtained from students and their parents. Please note that these data are from a pilot study with a restricted sample. The results cannot be generalized to persons other than those who were surveyed or interviewed.

Following the analyses of the data, we present the revised research design for Phase II of the project.

FIGURE 1. Advisory committees

Technical Advisory Committee

James A. Dunn, Director of Cornell Institute for Occupational Education

Joan Egner, Associate Dean, College of Agriculture and Life Sciences, Cornell University

LaVerna M. Fadale, Research Associate, Cornell Institute for Occupational Education

Project Advisory Committee

Carl G. Benenati, Chief, Bureau of Trade and Technical Education, State Education Department

Charlotte J. Farris, Assistant Professor, Community Service Education, Cornell University

Gerald E. Hochreiter, Occupational Education Principal, Lakeside Occupational Center, Onondaga-Madison BOCES

Carol Jabonaski, Coordinator of Special Programs in Occupational Education, State Education Department

Dorothy King, Associate in Research, Bureau of Occupational Education Research, State Education Department

Theresa M. Mack, Associate in Research, Bureau of Occupational Education Research, State Education Department

Fred O. Welden, Guidance Counselor, Central Tech High School, Syracuse

II. RESULTS OF THE DATA ANALYSIS FROM PHASE I

STUDENT RESPONSE SHEET

Student response sheets were distributed to students by their teacher or counselor and were collected at the interview one or two days after they were distributed. Many of the questions obtained information about background characteristics, such as one's age, number of brothers and sisters, parental employment, etc. Others dealt with interests in school, influences on choice of occupational program, and plans for the future.

Background Characteristics. There were 150 respondents, of whom 87 (58%) were boys and 63 (42%) were girls. Only one of the respondents was in a non-traditional field for his sex--a boy in cosmetology. (Please see Table 1.) At least 11 students--9 boys and 2 girls-- had selected occupational programs in areas closely related to their parents' area of work. The area and the identification of which parent was in the area are indicated in Table 2.

There were proportionally more 16-year old students among the girls than among the boys, and more 18-year old students among the boys than among the girls. However, the students' grade levels did not differ by sex. The sizes of the students' families were large compared with national averages. Nationally, among Whites, the typical number of children in a family with children of high school age is two or three children.[1] Thus a typical White high school student will have one or two siblings. However, in this sample, girls had an average of four siblings; boys had an average of 3.4 siblings. Only 2 boys and 2 girls had no brothers or sisters.

A larger percentage of the boys than of the girls lived with both parents (78% vs. 65%), or with both parents or a parent and a stepparent (79% vs. 71%). Conversely, a larger proportion of the girls than of the boys lived with their mothers only (24% vs. 16%). These differences appear to account for the fact that a greater proportion of the boys than of the girls answered the survey questions related to the father's job

[1] K. E. Taeuber and J. A. Sweet, "Family and Work: The Social Life Cycle of Women" in Women and the American Economy, ed. by J. M. Kreps (Englewood Cliffs, N. J.: Prentice-Hall, 1976), p. 48

and education level. Perhaps they also account for the fact that a larger proportion of the girls' mothers than of the boys' mothers were employed.

The students were asked to report their father's and their mother's jobs. A large proportion didn't respond or indicated where their parents worked but did not specify the type of job. Responses were classified according to the major classifications of the Dictionary of Occupational Titles (D.O.T.) of the U. S. Department of Labor.

The father's educational level was typically high school graduation for both the boys and girls. A smaller proportion of the boys' mothers than of the girls' mothers had left school before high school graduation, and a larger proportion of the boys' mothers than of the girls' had attended college. Consequently, the boys' mothers had a somewhat higher average educational level than the girls' mothers.

School. Boys were more likely than girls to indicate that they received high grades, and that their grades were higher than their friends'. Girls were more likely than boys to indicate that they received medium grades, and that their grades were the same as their friends'. In a comprehensive study of freshman students in engineering, similar results were found despite the fact that women's grades were equal to or slightly better than men's on the average.[2] Without evidence of actual grades received by boys and girls, we can only conclude that more boys than girls claimed to have high grades, rather than that boys actually had received higher grades.

We compared the students' most liked and least liked high school courses. About 35% of the students indicated that an occupational education course was their favorite course. No students indicated that an

[2]M. D. Ott, "Experiences, Aspirations, and Attitudes of Male and Female Freshmen." Engineering Education, 68 (1978), 329-330.

occupational course was their least liked course. Looking at the preferred courses, about 47% of the students preferred a general academic subject, and 7% preferred physical education or health. There were few differences between boys and girls in the general academic courses they preferred, although there were differences in the occupational courses, reflecting the differential enrollments of boys and girls in these courses. Among the least liked courses, a larger percentage of the girls than of the boys (10% vs. 1%) disliked physical education. Other differences between boys and girls were less extreme.

Nine of the 87 boys (approximately 10%) and 2 of the 63 girls (approximately 3%) were not in their preferred occupational program. However, only 1 of these 9 boys and 1 of the 2 girls were dissatisfied with the program in which they were enrolled.

Students at all schools except Nottingham were asked whether they would take the same occupational program again. Sixty-three of the 75 boys (84%) and 39 of 53 girls (74%) indicated they would do so. Two of the boys and 5 of the girls did not answer this question.

Influences on Choice of Program. Girls indicated that their mothers and their friends were more important in influencing and discussing their occupational decision than boys did. There were no individuals to whom the boys attributed greater influence than the girls did. The mean ratings of importance are indicated in Table 3. The most important person in the choice was oneself, for both boys and girls. For girls, the order of importance was self, mother, friends, father, guidance counselor(s), other family member(s), teacher(s), and finally, the school principal. For boys, the order of importance was self, mother, father, guidance counselor(s), other family member(s), friends, teacher(s), and the school principal.

Plans for the Future. The major difference between the boys and girls in their first choice activity after high school was that 15% of the boys and none of the girls wanted to join the armed services. There were

somewhat greater differences between the boys' and girls' second choices for activities after high school, as indicated on page 10 of Table 1. Plans in five years differed somewhat for boys and girls. In particular, larger percentages of the girls than of the boys indicated that they wanted to be married, or married and working.

A larger proportion of girls than of boys planned to marry at some time. A smaller proportion of girls than of boys were undecided about marriage. Of those planning to marry (55% of the boys and 66% of the girls), more than half planned to do so within five years after high school graduation.

Other Questions. A larger percentage of the boys than of the girls had regular part-time jobs, whereas girls tended more than boys to be responsible for tasks at home or odd jobs, such as babysitting.

Over 40% of the students did not respond to the questions concerning the method of decision making with one's father and with one's mother. It appears that the question needs to be revised to elicit a higher response rate. Also, the responses allowed were not mutually exclusive, so that many students checked two responses.

A high rate of nonresponse or of the response "don't know" was obtained for the questions concerning the expected parental reaction to various choices of field. Presumably many of these choices had never been discussed with the parents. Of those who did give an expected reaction, boys expected more support than girls did for machine trades, auto mechanics, construction, and electronics. Girls expected more support than boys did for cosmetology and foods. There was no large difference in expected levels of support for data processing, graphics, or college attendance. The mean expected levels of parental support for these areas are indicated in Table 4.

STUDENT INTERVIEWS

Following the completion of surveys by students, the four schools were visited by a team of interviewers (Drs. Helen C. Veres, Mary Margaret Carmichael, LaVerna M. Fadale, Gene M. Winter, and Ms. Anne Russ) from the staff of the Cornell Institute for Occupational Education. Students in the designated program areas were interviewed in small groups (usually 3 to 5 students, rarely as many as 10). The interviewer filled out an interview form for each student as the group interview progressed. These responses were later transcribed (usually by the interviewer) onto interview interpretation sheets. These sheets included questions usually covered in the interviews, as well as overall interviewer ratings of the students' attitudes in certain areas. Finally, the responses to the interview interpretation sheets were categorized and coded. Except for the background information which was requested on each interview form (code number, sex, race, program), all student responses were open-ended and reflected the types of answers offered by the students, rather than predetermined categories. Please see Table 5 for the results of the interviews. For certain questions more than one response was allowed per student, so that columns of percentages may add to more than 100% in Table 5.

A total of 167 students were interviewed, including 96 boys and 71 girls. A total of 142 students both completed the survey and were interviewed. An additional 25 students who did not complete the survey were also interviewed. Thus, although the interview and survey groups differed somewhat, there was a great deal of overlap between the two groups.

Among differences noted between boys' and girls' responses are the following:

(1) A somewhat larger percentage of girls than of boys:
   (a) were in their first choice program;
   (b) indicated that their mothers were helpful in making their decision about occupational programs;
   (c) were positive toward women working full-time, and positive without qualifications about men working full-time;
   (d) believed that husbands and wives should share home-making chores; and
   (e) disliked the possibility of their mother working full-time.

(2) A somewhat larger percentage of boys than of girls:
   (a) did not indicate any specific relative as helpful in their decision about occupational programs;
   (b) indicated that the guidance counselor and career education had played no role in their selection of a program;
   (c) were negative about men and positive about women being responsible for the major part of homemaking chores; and
   (d) planned to work full-time, permanently.

The racial/ethnic origin of the students differed by sex. Fifteen percent of the boys and 27% of the girls were Black, whereas 84% of the boys and 69% of the girls were White.

In addition, except for one boy in cosmetology, boys were enrolled in traditionally male or mixed fields, and girls in traditionally female or mixed fields. Only one girl and no boys indicated that they had had an interest in a non-traditional program. The one girl had been somewhat interested in studying auto mechanics.

PARENT'S RESPONSE SHEET

Students who received student response sheets also received forms for each of their parents to complete. These were returned by the students at the interviews. The number of response sheets received from parents was 183. In all, 122 students' parents completed the forms. As indicated in Table 6, differing numbers were obtained from each of the schools.

The fields in which the students were or would be enrolled are indicated in Table 6. Please note that these are the fields of the students whose parents completed forms. Thus students are counted twice if both parents completed forms. The most important point to note here is that there is only one field in which there was a "non-traditional" student, i.e. cosmetology. Thus in considering parents' attitudes as expressed on the forms, we must keep in mind that nearly all of the students are in traditional fields. Nevertheless, the questions on the form allowed us to determine these parents' attitudes toward non-traditional enrollments as well.

Nearly all of the respondents agreed with the student's choice of field. Only 2 persons said it was not the best choice, and 3 said it was a poor choice. The reasons why parents were dissatisfied with the choice--and these were girls' parents in each case--were (1) because the field was too difficult; (2) because of declining demand in the trade; and (3) because there were no opportunities for women in this field. In the last case, the field was foods. This last response was the only reason given by parents which was related to sex-roles. The reason parents were satisfied with the choice was typically that the student enjoyed or wanted the course or the field.

Parents' attitudes toward enrollment of students of the opposite sex in these fields can be assessed in part by looking at their responses to 1b. Would they have different feelings if an opposite sex "twin" were enrolled

in the same course? Remembering that nearly all of the students were in fields traditional for their sex, this question then asks the parents to give their attitudes toward non-traditional enrollments of boys or girls in these fields. Seventeen per cent of the parents indicated that they would feel different, and a total of 39% were somewhat equivocal in their responses. Since most of the parents were very positive toward their child's course selection, for the most part these responses indicate that the parents would be less supportive of a student if the field were non-traditional for students of that sex.

The reasons given by the parents for their responses to question 1b illustrate this difference in attitude. The majority of the parents who answered this question responded that they would support whatever was best for the child. However, 36/158 (23%) of the responses indicated that the reason for the response to 1b was based on stereotyping of trades or courses by sex. On the other hand, 22 of 158 (14%) of the responses indicated a belief in equal skills and equal opportunity for members of both sexes. The responses indicating sex-role stereotyping are given in Table 7.

The two respondents who indicated that their daughter had made a poor choice in choosing food services because they believed there were few opportunities in this field for women considered it a good field for a boy because they believed (1) it is a male-dominated field and (2) there would be more career possibilities for a boy in the field.

Parents were asked to indicate how much they would encourage a boy or a girl who had expressed interest in one of nine areas. These areas included two that are traditionally women's areas, i.e., 80% or more women (secretarial program and cosmetology); five that are traditionally men's areas, i.e. 80% or more men (machine trades, auto mechanics, construction trades, electronics, and graphic arts); and two that are traditional for men and women (food preparation and service, and data processing).

The fields receiving the most support for boys to enter were electronics (86%), machine trades and auto mechanics (83%), construction trades (80%), and data processing and graphic arts (73%). Somewhat fewer parents (62%) would encourage a son in food preparation and service, and a minority would support an interest in cosmetology (20%) or secretarial programs (15%). Thus parents' attitudes toward a boy's interest in these nine areas clearly paralleled current enrollment patterns in these fields. In contrast, the fields receiving the most support for girls to enter were secretarial programs (79%), and food preparation and service (78%), nearly equalled by cosmetology and data processing (76%). All are either traditionally female fields or mixed-sex fields. Of the traditionally male fields, the percentage of parents who would encourage a daughter interested in the field were 62% for graphic arts and 45% for electronics, relatively high levels of support. For the other three areas, auto mechanics received support from 25%, machine trades from 19%, and construction trades from 15%.

Although parents' attitudes paralleled the stereotyped course enrollments to some extent, a larger percentage of the parents indicated potential support for boys and girls in non-traditional fields than the percentage of such students in these fields. However, as was discussed in the section on the student response sheets, many students were unaware of their parents' attitudes concerning these fields.

In a related study[3], Lewis and Kaltreider found that parents of boys were more supportive of traditional home and career roles for women than were parents of girls. A further analysis of the data given in answer to question 2 allows us to determine whether boys' and girls' parents differed in their attitudes toward specific non-traditional fields. Table 8

[3]M.V. Lewis and L.W. Kaltreider, "Attempts to Overcome Sex Stereotyping in Vocational Education." Institute for Research on Human Resources, Pennsylvania State University, University Park, PA, 1976, 86.

shows the attitudes of boys' and of girls' parents toward girls enrolling in five traditionally male fields. There is little difference in the pattern of responses for boys' and for girls' parents. Similarly, Table 9 shows the attitudes of the parents toward boys' enrolling in two traditionally female fields. Once again there are few differences in the pattern of responses for boys' and for girls' parents. Thus we did not find that girls' parents and boys' parents differed in their degree of support for specific non-traditional fields for girls or for boys.

Concerning methods of making career decisions, we found that most parents thought that their children made career or course decisions on their own with the support of their parents. Parents tended to give little weight to the influence of peers on the students' decisions.

It is quite interesting to compare these parental responses with students' responses to related questions about influences on their decisionmaking. Despite the expected influence of peers on teenagers, only 13% of the students indicated in the interview that peers had been helpful in deciding about occupational programs. In contrast, 40% of students said relatives had been helpful, and 35% said the home counselor had been helpful.

The student response sheet asked this question differently. Students were asked to indicate the importance of various persons in "influencing and discussing" the choice of an occupational program. Once again peers were seen as less important than relatives or counselors. The proportions rated "somewhat important or very important" were 72% for mothers, 62% for fathers, 58% for guidance counselors, and 51% for friends.

These results of the student interviews and student surveys support parents' responses to the question of how their son or daughter makes decisions concerning selections of courses and/or a career. As indicated in Table 6, only 7% of parents indicated that friends' opinions were more important than the parents' opinions.

Parents were asked to indicate their preferences for their children's activities right after high school. Finding a full-time job and entering a training or apprentice program were the most common choices. In addition, about a fifth of the parents wanted their child to enter a two-year college, and a fifth wanted the child to enter a four-year college.

Parents also indicated their preferences for their son's or daughter's activities in five years. Responses to this question were then categorized as shown in Table 10. We received a total of 234 responses from 149 parents. Percentages in Table 10 refer to the percentage of respondents who gave that response. The most common response was that the student should be happy and/or enjoying work. Boys' and girls' parents did not differ in this respect. An equally common category for boys' parents was making a living or making money, whereas this was much less typical of girls' parents. Boys' parents were more likely than girls' to indicate that they wanted their child to enter a trade or business which was related to their occupational education program, and to mention college attendance or the armed services as preferences.

Girls' parents were somewhat more likely than boys' parents to indicate that their child should be working in an unspecified field, should be doing whatever they choose, or should be married and working. Perhaps because so many of the girls were studying cosmetology, a higher percentage of the girls' parents than of the boys' preferred their child to have her or his own business.

Thus parents' preferences for their children's activities in five years did differ somewhat by sex of the student. Most interesting for our purposes is that boys' parents were more likely than girls' to refer to their child's earning a living or working in a field related to the child's occupational preparation. From these differences it appears that (1) boys are seen to have more responsibility than girls for earning a living and (2) parents of boys saw the occupational education programs as more of a preparation for a career than did girls' parents.

For those who are interested in the responses of the parents by sex of respondent rather than by sex of student, Table 11 gives the results of the parent's response sheet for male respondents (fathers, stepfathers, brothers, etc.), for female respondents (mothers, stepmothers, etc.), and for those parents who completed only one form for both parents. The following analysis focuses on differences between the responses of men and women as shown in Table 11, rather than differences between the responses of boys' parents and of girls' parents. Please note that about 52% of both male respondents and female respondents were parents or guardians of boys. Thus there should not be any difference in responses of men and women attributable to differing ratios of male to female children among the two groups of respondents.

Female respondents comprised 70% of the individual respondents at Syracuse Central Tech and Nottingham, and 55% of the respondents at Onondaga-Madison BOCES. Thus the parents' data from the Syracuse city schools were largely provided by mothers of the students, whereas the responses from parents of BOCES students are more representative of both sexes of respondents.

As noted earlier, most respondents were very supportive of the choice of program made by the student. Pursuing this area further, respondents were asked why they felt as they did toward the child's choice of course. Of the 175 individual respondents, 41 men and 78 women answered this question. A total of 52 responses were given by men, and 126 by women. These were categorized into 25 categories, and then grouped as follows: those related to the schools, to the child, to financial considerations, to occupational education or the trades, and to sex-role stereotyping. The percentages of men's and of women's responses in each group are given in Table 12. A somewhat larger percentage of women's responses than of men's were related to the schools, whereas a somewhat larger percentage of men's than of women's were related to occupational education or the trades.

Thirty-eight men and 74 women responded to the question of why they would or would not have different feelings about the same choice of field if made by a twin of the opposite sex of one's child. Men gave a total of 48 responses, and women a total of 105 responses. As shown in Table 13, a somewhat larger proportion of women's responses than of men's indicated a belief in equal skills and opportunities for men and women.

As indicated in Table 11, male and female respondents did not differ in their attitudes toward a boy's interest in machine trades, data processing, or electronics, or in their attitudes toward a girl's interest in cosmetology, food preparation and service, electronics, or graphic arts.

Male respondents were somewhat less supportive than female respondents of a boy's interest in secretarial programs, cosmetology, and perhaps graphic arts. In a few fields (food preparation and service, auto mechanics, and construction trades), female respondents were marginally more supportive of a boy's interest than were male respondents.

Male respondents were more supportive than females toward a girl's interest in secretarial programs and data processing. Males were somewhat less supportive than females toward a girl's interest in machine trades, auto mechanics, and construction trades, with men more likely than women to indicate they would discourage such interest, rather than simply be unsure whether or not to encourage it.

Men and women differed very little in their preferred options for their children's activities after high school (see Table 14). Responses concerning preferences for the child's activities in five years are given in Table 15. There were few differences between men's and women's responses, except that a larger proportion of the men than of the women preferred the child to be working but did not specify the field, and a larger proportion of the women than of the men preferred the child to be making a living, or to be happy, enjoy work, etc.

CONCLUSIONS FROM THE DATA ANALYSIS

The results of the pilot study tend to indicate that students in fields that are traditional for their sex:

1.) usually had enrolled in their first choice of program, and had not preferred a non-traditional program;

2.) rated themselves, their parents, and their guidance counselors as more important than their friends in the choice of an occupational program;

3.) were largely unaware of their parents' attitudes toward their studying a wide choice of fields.

Should these tentative conclusions be confirmed in a larger scale study, they would indicate that efforts to encourage non-traditional enrollments should be directed toward the individual student, the parents, and the guidance counselors. Peer pressure would not be given much weight. The problem would appear to be the failure to encourage students to consider non-traditional programs, rather than discouragement of non-traditional program selections.

However, the information we obtained in this pilot study provides only one side of the story. The other side is the experience of students in programs that are non-traditional for their sex. Inclusion of larger numbers of non-traditional students in the second phase of the study would enable us to determine whether their attitudes and experiences differentiate them from traditional students. Were they, in fact, influenced in their choice of program by supportive parents, guidance counselors, and friends, or did they enter a non-traditional program despite the opposition of these people? In order to determine the factors influencing non-traditional enrollments, both traditional and non-traditional students will be represented in the second phase of the study.

III. RESEARCH DESIGN FOR PHASE II

Phase II of the project will involve an expanded analysis of factors related to sex-role stereotyping in occupational education in New York State. This phase is expected to include data collection from two levels of students--11th and 12th graders currently enrolled in selected programs in the trade, industrial and service area, and 10th graders who may or may not enroll in such programs in the future. In addition to these two levels of students, data will also be obtained from the parents, and the teachers, counselors, and school administrators, of the student at both levels.

The focus of data collection from the students at the 11th and 12th grade levels is expected to be experiences in, and perceptions and expectations of, occupational education programs, with emphasis as well on students' background characteristics and reasons for choices of programs. The focus of data collection from the students at the 10th grade level is expected to be attitudes toward specific occupational education programs and toward general (rather than occupational) home economics courses. Data collection from parents will include attitudes toward the students' occupational education and/or home economics course selections, attitudes toward other such programs, estimates of job opportunities in the field being studied, and preferences for the students' activities after high school. Data collection from teachers, counselors, and administrators will focus on their areas of expertise and their attitudes toward and experiences with non-traditional enrollments.

The primary methods of data collection will be surveys and other data collection procedures designed for each group (students, parents, teachers, counselors, and administrators). To the extent possible, surveys will be designed in a multiple choice format to allow for ease in completion and efficiency in analysis. However, the appropriate multiple choice options are not known for some questions of interest, so that questions requiring short phrases for completion will also be included in the surveys. Such questions will be used in place of interviews which would be prohibitive in terms of time and expense for a data collection effort of this breadth. The open-ended questions will, of course, require a fairly extensive outlay of effort for categorization, coding, and tabulation when the surveys are analyzed.

METHOD FOR SELECTION OF SCHOOL DISTRICTS

The students in the 11th and 12th grade level and persons associated with them (i.e. their parents, teachers, counselors, administrators) will be selected from BOCES, LEA's, and Big 5 schools across the State of New York. An effort will be made, within the restrictions imposed by widely varying enrollments and other factors, to include students from each of the 13 Occupational Education Planning Regions.

The 10th grade students and persons associated with them will be selected from the feeder schools for each of the schools included at the 11th and 12th grade level. Currently we plan to include one feeder school selected randomly for each school included at the 11th and 12th grade level, and to aim for a total of responses from 25 10th grade students at each such school.

We now will discuss the selection of occupational education programs for inclusion in the 11th and 12th grade level of the study, and will then discuss the selection of schools to participate at this level.

ENROLLMENT ANALYSES AND SELECTION OF PROGRAMS

Enrollment data for secondary occupational education programs in 1977-78 were obtained from the Bureau of Occupational Education Research of the New York State Education Department. These data had been collected by means of the OEDS survey. The data obtained were the unduplicated* counts of boys and of girls in the programs making up the area of trade, industrial, and service education. Data were obtained for each of the 25 programs for the state as a whole. For 11 large-enrollment programs, data were also obtained for each Big 5 district, each of the 45 BOCES districts, and each of 36 LEA's or groups of LEA's within individual BOCES districts.

The enrollment data were analyzed to determine which programs were most suitable for inclusion in the second phase of the sex-role stereotyping project. Of the twenty-five programs in secondary trade, industrial, and

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* Unduplicated counts in a program include each student in a given program once, no matter how many courses the student takes within that program at a given time. Thus unduplicated enrollments in a program may differ (i.e., be less than) the total of the enrollments in all of the courses included in the program.

service education in New York State in 1977-78, thirteen were non-traditional for females (were less than 20% female), and three were non-traditional for males (were less than 20% male). All twenty-five programs, the unduplicated count of enrollments of males and of females in each, and the percentages of the underrepresented sex are indicated in Table 16. The 16 programs which were non-traditional for either sex are identified in the table.

In order to choose the best programs for inclusion in the second phase of the project, a number of enrollment-related criteria were used. We sought to obtain programs which: (1) had total enrollments greater than 1000 students; (2) were offered in at least 20 BOCES, LEA's and/or Big 5 school districts; (3) had cross-sex enrollments in at least 5 school districts, including more than two non-traditional students in at least one such district among each type of district (i.e., BOCES, LEA's and Big 5). All of these criteria were related to the need for major statewide programs having adequate study populations.

These three criteria reduced the number of programs under consideration from 16 to 7. As shown in Table 16, five programs had enrollments of fewer than 1000 students. These programs were Appliance Repair, Custodial Services, Maritime Occupations, Social Service Paraprofessionals, and Pre-technical Curricula. Two programs were offered in fewer than 20 districts. These were Aviation Operations (offered by 8 districts) and Textile Production and Fabrication (offered by 16 districts). The program of Air Conditioning, Refrigeration, and Heating had cross-sex enrollments in only one district. Finally, Electrical Occupations had very low cross-sex enrollments (two or fewer girls) in all of the BOCES districts which offered the program. The seven programs which met the basic enrollment-related criteria are given in Table 17.

In order to allow for detailed study of each program chosen for inclusion in the data collection phase of the project, four was the maximum number of programs which could be included in the study. The four programs which were included were Personal Services, Drafting, Electronics, and

Construction and Maintenance Trades. In selecting from the seven programs which met enrollment-related criteria, a number of factors were taken into account.

Personal Services was chosen because it is the only one of the remaining programs which is non-traditional for males.

Drafting had the largest proportion of females among the seven programs, and many districts enrolled girls in this program. Drafting can serve as a program in which some progress has been made, although the enrollments are still far below the 20% criterion level.

Electronics was selected as an example of a program in which enrollments appear to lag far behind the potential support from parents for girls to enter the program. In the pilot study, about 50% of girls' parents indicated they would encourage their daughter to study electronics if she were interested, although girls were only 3.2% of electronics enrollments statewide.

The fourth program chosen was Construction and Maintenance Trades, a program in which women comprised less than 2% of the total enrollments in 1977-78. This program was chosen because the U. S. Department of Labor has set hiring goals for women in construction trades of 3.2% by 1978 and 6.9% by 1980.

SELECTION OF SCHOOLS FOR 11th AND 12th GRADE SAMPLE

The next stage in the selection process for the second phase of the project is the selection of the schools at which 11th and 12th grade occupational education students, their parents, and their teachers, counselors, and administrators will be surveyed. For each program of the four selected, we analyzed the enrollments of boys and of girls within each of the BOCES districts, the groups of LEA's within BOCES districts, and the Big 5 districts. For each program, we attempted to locate at least one district of each type which had relatively large cross-sex enrollments and relatively large percentages of the underrepresented sex in the program. Thus, for example,

we considered all BOCES districts which offered Construction and Maintenance Trades and considered the levels of male and female enrollments in this program in each such district. Similarly, we considered this same program at each of the LEA's and in the Big 5 school districts. School districts of each type were selected for each program. In doing so, we attempted to represent each of the 13 Occupational Education Planning Regions in the total sample.

Having selected the school districts which had relatively high cross-sex enrollments in the programs, we selected a school district to contrast with each one that had low cross-sex enrollment in the pgoram, but that was of the same type (i.e., BOCES, LEA, Big 5) and in the same region. In order to obtain coverage of all the regions, we included a number of pairs of contrasting school districts in the one program for which substantial choice was available, namely Drafting. The other programs allowed only a limited amount of choice because of the relatively small number of districts having cross-sex enrollments in these programs. Finally, we selected specific schools within the districts chosen. These selections were made in such a manner as to maximize the contrast between low and high cross-sex enrollments at the schools within a type of district and region. When possible, schools were selected which had approximately the same total enrollments in the program of interest, as well as similar course offerings within the program. We avoided selecting any given school for more than one program.

SELECTION OF SCHOOLS FOR 10th GRADE SAMPLE

The 10th grade students included in the study will be selected from the feeder schools for each of the schools included in the 11th and 12th grade sample. One feeder school will be included for each of the schools included at the higher level. Schools will be chosen from lists of the feeder schools using random selection procedures. Generally, one class section will be included at each such school, for a total of about 25 students per school. The classes to be included have tentatively been identified as first-period English classes. Estimating that 40 schools

will be involved at the 11th and 12th grade level, approximately 1000 students would be included at the 10th grade level.

Because the feeder schools will be selected for each of the schools at the higher level, we will be able to compare the survey responses from feeder schools to the schools with greater cross-sex enrollments with responses from feeder schools to the schools with smaller cross-sex enrollments.

TABLES

Table 1

Student Response Sheet

Boys vs. Girls

Background Information	Number of Respondents		
Group:	All Respondents	Boys	Girls
Total N:	150	87	63
Sex of student			
Male	87	87	-
Female	63	-	63
School attended by student			
Onondaga-Madison BOCES East	54	27	27
Onondaga-Madison BOCES West	27	14	13
Syracuse Central Tech	47	34	13
Nottingham	22	12	10
Student's occupational education program			
No response	4	3	1
Carpentry	35	35	0
Cosmetology	37	1	36
Fashion	7	0	7
Foods	22	8	14
Machine trades	34	34	0
Auto mechanics	2	2	0
Child care	2	0	2
Electronics	2	2	0
Nursing	1	0	1
Radio - TV	1	1	0
Computer technology	2	0	2
Graphic arts	1	1	0
Is program in same area as student's parent(s)?			
No	139	78	61
Yes--father's area	8	7	1
Yes--mother's area	2	1	1
Yes--both parents' area	1	1	0
Home school			
No response	4	3	1
Assumption	1	1	0
Corcoran	13	10	3
Fowler	15	12	3
Henninger	15	9	6
Nottingham	24	13	11
Washington Irving	1	1	0

Student Response Sheet
continued

Group:	Number of Respondents		
	All Respondents	Boys	Girls
Total N:	150	87	63
Baldwinsville	3	1	2
Bishop Grimes	1	1	0
C. W. Baker	3	1	2
Cazenovia	4	1	3
Chittenango	13	5	8
Cicero	6	5	1
E. Syracuse-Minoa	11	4	7
Fabius	1	1	0
Fayetteville	1	1	0
Jamesville-Dewitt	2	1	1
Jordan-Elbridge	2	2	0
Lafayette	2	0	2
Liverpool	7	5	2
Marcellus	5	3	2
N. Syracuse	4	1	3
Onondaga	3	1	2
Solvay	4	1	3
Tully	2	2	0
W. Genesee	2	1	1
Westhill	1	1	0

Student Response Sheet
continued

Items and Responses	Percentage of Respondents		
Group:	All Respondents	Boys	Girls
Total N:	150	87	63
1. Age (years)			
No response	2%	2%	2%
14	1	2	0
15	10	10	10
16	19	16	24
17	43	43	43
18	21	23	18
19	4	3	5
2. Grade level			
No response	1	1	2
9th	9	10	6
10th	11	10	11
11th	47	47	48
12th	32	31	33
3. Number of older brothers			
0 or no response	45	43	49
1	25	26	24
2	19	17	21
3	9	12	5
4	1	2	0
5	1	0	2
4. Number of younger brothers			
0 or no response	45	48	41
1	32	30	35
2	16	18	13
3	4	2	6
4	2	1	3
8	1	0	2
5. Number of older sisters			
0 or no response	39	40	38
1	37	35	40
2	14	17	10
3	6	8	3
4	1	0	3
5	1	0	3
6	1	0	3

Student Response Sheet
continued

Items and Responses	Percentage of Respondents		
Group:	All Respondents	Boys	Girls
Total N:	150	87	63
6. Number of younger sisters			
0 or no response	49%	53%	43%
1	31	32	29
2	15	10	22
3	4	5	3
4	1	0	3
7. Number of brothers			
0 or no response	15	15	14
1	31	28	35
2	26	26	25
3	17	23	10
4	8	7	10
5	1	1	2
6	1	0	3
8	1	0	2
8. Number of sisters			
0 or no response	15	16	14
1	34	38	29
2	24	21	29
3	17	22	11
4	3	2	3
5	5	1	10
6	1	0	3
8	1	0	2
9. Number of siblings			
0 or no response	3	2	3
1	9	9	10
2	16	16	16
3	23	30	13
4	20	18	22
5	11	14	8
6	9	3	16
7	7	7	6
8	1	0	3
9	1	0	2
10	1	0	2
10. Performance as a student			
No response	2	2	2
High grades	11	15	6
Medium grades	78	74	84
Low grades	9	9	8

Student Response Sheet
continued

Items and Responses	Percentage of Respondents		
Group:	All Respondents	Boys	Girls
Total N:	150	87	63
11. Grades relative to those of friends			
No response	3%	3%	3%
Higher	17	22	11
Lower	11	10	11
Almost the same	69	64	75
12. Course liked most in high school			
No response	10	9	11
Art	1	1	2
Drama	1	0	2
English or reading	16	17	14
Mathematics	7	8	6
Music	1	1	0
Sciences	1	1	0
Social studies	20	21	19
Physical education	5	5	5
Health	3	2	3
Business, typing	3	1	6
Carpentry	5	9	0
Cosmetology	7	0	18
Drafting	3	6	0
Fashions	1	0	2
Foods	9	7	13
Industrial arts	2	3	0
Machine shop or metal work	3	6	0
Welding	1	1	0
Undecided	1	1	0
13. Course like least in high school			
No response	19	21	16
Drama	1	1	0
English	32	33	30
Mathematics	13	15	10
Sciences	7	7	8
Social Studies	22	20	25
Physical education	5	1	10
Health	1	1	2
Undecided	1	1	0

Student Response Sheet
continued

Items and Responses	Percentage of Respondents		
Group:	All Respondents	Boys	Girls
Total N:	150	87	63
14. Student lives with:			
No response	1%	1%	0%
Both parents	73	78	65
Mother only	19	16	24
Father only	1	1	2
Foster parent	1	0	2
Grandparents	1	1	2
Father and stepmother	1	1	2
Mother and stepfather	2	0	5
Sibling	1	1	0
15. Is father employed?			
No response	5	5	6
Yes	81	84	76
No	8	7	10
Deceased	4	3	5
Don't know	2	1	3
16. Father's job (D.O.T. classification)			
No response or none	49	46	52
Professional, technical, managerial	7	9	5
Clerical and sales	6	6	6
Service	8	7	10
Processing	4	5	3
Machine trades	5	7	3
Benchwork	4	6	2
Structural work	7	6	8
Miscellaneous	10	9	11
17. Is father's job full-time or part-time?			
No response	25	22	29
Full-time	75	78	70
Part-time	1	0	2
18. Is mother employed?			
No response	3	5	2
Yes	62	58	68
No	34	37	30
Deceased	1	1	0
Don't know	0	0	0

Student Response Sheet
continued

Items and Responses	Percentage of Respondents		
Group:	All Respondents	Boys	Girls
Total N:	150	87	63
19. Mother's job (D.O.T. classification)			
No response or none	63%	69%	56%
Professional, technical, managerial	7	6	8
Clerical and sales	17	17	16
Service	9	7	13
Processing	1	0	3
Machine trades	1	1	2
Benchwork	1	0	3
20. Is mother's job full-time or part-time?			
No response	50	51	49
Full-time	42	43	41
Part-time	8	7	10
21. Father's highest grade level			
No response	7	7	8
Less than high school	20	22	18
High school	45	45	44
Some college	5	6	5
College graduate	8	9	6
Don't know	15	12	19
22. Mother's highest grade level			
No response	6	8	3
Less than high school	11	7	16
High school	59	56	64
Some college	9	12	6
College graduate	6	7	5
Don't know	9	10	6
23. Are you enrolled in your first choice of program?			
No response	8	5	13
Yes	85	85	84
No	7	10	3
24. If not enrolled in first choice of program, what was that program?			
No response or in first choice program	93	91	97
Auto mechanics	3	5	0
Electrician; electronics	1	1	0
Radio & TV; communications	1	1	0
Air conditioning	1	1	0
Photography	1	0	2
Undecided	1	1	2

Student Response Sheet
continued

Items and Responses	Percentage of Respondents		
Group:	All Respondents	Boys	Girls
Total N:	150	87	63
25. If not enrolled in first choice program, are you satisfied with current program?			
No response or in first choice program	94%	92%	97%
Yes	5	7	2
No	1	1	2
26. Importance in influencing and discussing choice of occupational program			
Mother			
No response	7	7	8
Not important	21	24	16
Somewhat important	38	44	30
Very important	34	25	46
Father			
No response	11	12	10
Not important	27	26	29
Somewhat important	34	37	30
Very important	28	25	32
Other family member(s)			
No response	13	14	13
Not important	35	35	37
Somewhat important	32	32	32
Very important	19	20	19
Teacher(s)			
No response	15	16	13
Not important	49	52	46
Somewhat important	25	20	32
Very important	11	13	10
Guidance counselor(s)			
No response	9	9	8
Not important	33	36	29
Somewhat important	29	26	33
Very important	29	29	30

Student Response Sheet
continued

Items and Responses		Percentage of Respondents		
	Group:	All Respondents	Boys	Girls
	Total N:	150	87	63
School principal(s)				
No response		15%	15%	14%
Not important		65	67	62
Somewhat important		15	13	19
Very important		5	6	5
Your friends				
No response		14	16	11
Not important		35	40	27
Somewhat important		29	30	29
Very important		22	14	33
Yourself				
No response		9	9	10
Not important		1	1	2
Somewhat important		8	8	8
Very important		81	82	81
27. Others who influenced and discussed choice of occupational program				
No response		94	94	94
Boyfriend		3	2	3
Hairdresser		1	0	3
Brother		1	2	0
Stepfather		1	1	0
28. Would you choose the same occupational program again? (Not on Nottingham forms)	N=	128	75	53
No response		5%	3%	9%
Yes		80	84	74
No		15	13	17
29. Why one would choose same occupational program again (Not on Nottingham forms)	N=	128	75	53
Like the program, the work, i.e.		47%	45%	49%
Likes a feature of the work		7	7	8
Educational		9	13	2
Helps toward career in field		5	7	2
Good future, jobs available		9	15	2
Good teacher		1	0	2
Like the people		1	1	0
Best course offered		1	1	0
Good at the work		2	1	2
Want to do this		9	5	13
Father's business or field		2	3	0
Also wants college		2	0	4
Other		2	1	4

Student Response Sheet
continued

Items and Responses		Percentage of Respondents		
Group:		All Respondents	Boys	Girls
Total N:		150	87	63
30. Why one would not choose same occupational program again (Not on Nottingham forms)	N=	128	75	53
Prefer no program		1%	0%	2%
Wanted a specific other program		1	1	0
Didn't know what he/she wanted		1	0	2
Specific other program would be better		3	5	0
Interested in unrelated field		2	1	4
Don't like this program		3	1	6
Career not good for men/women		1	0	2
Don't need more credits; want to learn about many fields		2	3	0
31. First choice of activity after high school	N=	150	87	63
No response		8%	7%	10%
Full-time job		53	52	56
Part-time job		3	3	2
Armed services		9	15	0
Two-year college		10	8	13
Four-year college		4	5	3
Travel		3	2	3
Don't know		3	2	3
Job training program		4	5	3
Get married		1	0	3
Attend barber/hairdresser school		2	0	5
Start own company		1	1	0
32. Second choice of activity after high school				
No response		25	26	24
Full-time job		15	18	10
Part-time job		12	7	19
Armed services		7	10	3
Two-year college		7	6	10
Four-year college		3	2	5
Travel		17	14	21
No plans		1	1	2
Job training program		10	13	6
Get married		1	1	0
Become musician		1	1	0
Get apartment		1	0	2

Student Response Sheet
continued

Items and Responses	Percentage of Respondents		
Group:	All Respondents	Boys	Girls
Total N:	150	87	63
33. Preferences for five years from now			
No response	10%	9%	11%
Related trade or business	43	47	37
Unrelated trade or business	7	5	10
Working, field unspecified	15	17	11
Married and working	7	2	13
Married; married with children	5	0	11
Making a living, making money	9	9	8
Owning a car, house, traveling, etc.	7	6	8
In or graduated from college	5	6	5
In armed forces	3	6	0
In sports	1	2	0
Staying alive	1	2	0
Living with parent(s)	1	0	2
Being happy; enjoying work	1	0	2
In parent's business	1	2	0
Having own business	9	6	13
Working and advancing	1	0	3
Don't know	3	2	3
Total number of respondents	135	79	56
34. Do you expect to marry?			
No response	3	3	3
Yes	73	68	79
No	4	3	5
Undecided	20	25	13
35. Ideal time for ones marriage			
No response or don't plan to marry	21	24	18
In senior year of high school	1	0	2
Less than 1 year after high school	3	1	6
One to 5 years after high school	41	39	44
More than 5 years after high school	28	30	25
When have found right person	2	2	2
After have done all I want to do	1	1	2
Don't plan such things	2	2	2

Student Response Sheet
continued

Items and Responses	Percentage of Respondents		
Group:	All Respondents	Boys	Girls
Total N:	150	87	63
36. Does marriage decision affect career plans?			
No response	7%	6%	10%
Yes	21	21	22
No	35	33	37
Never thought about it	37	40	32
37. Present work responsibilities			
No response	5	3	6
Part-time job	45	53	33
Tasks at home	13	10	18
No work because of studies	3	1	5
Odd jobs	30	26	35
Volunteer work	1	0	2
Other	1	1	2
Full-time job	2	3	0
Work with father	1	1	0
38. Method of decision-making with father			
No response	45	47	43
1. He usually makes the decision	7	9	5
2. His opinion and mine are equally important	15	17	11
3. He supports my decisions	13	15	11
4. He doesn't care what I decide	3	1	5
5. My opinion is considered less important than his	5	2	8
Both 1&2	3	5	2
Both 2&3	8	3	14
Both 4&5	1	0	2
39. Method of decision-making with mother			
No response	41	40	41
1. She usually makes the decision	5	7	3
2. Her opinion and mine are equally important	16	17	14
3. She supports my decisions	19	23	13
4. She doesn't care what I decide	1	0	3
5. My opinion is considered less important than hers	3	2	3
Both 1&2	2	2	2
Both 2&3	11	6	19
Both 3&4	2	2	2

Student Response Sheet
continued

Items and Responses	Percentage of Respondents		
Group:	All Respondents	Boys	Girls
Total N:	150	87	63
40. Expected reaction from parents if one planned to enroll or major in following subjects:			
Machine trades			
No response	21%	25%	14%
Would support it	44	51	35
Would think about it	11	10	11
Would not support it	12	7	19
Don't know	13	7	21
Cosmetology			
No response	21	31	8
Would support it	37	12	73
Would think about it	12	14	10
Would not support it	16	26	2
Don't know	13	17	8
Food preparation and service			
No response	20	28	10
Would support it	43	30	60
Would think about it	19	16	22
Would not support it	7	12	2
Don't know	11	15	6
Auto mechanics			
No response	20	26	11
Would support it	41	52	27
Would think about it	17	13	22
Would not support it	15	6	27
Don't know	7	3	13
Construction trades			
No response	17	17	18
Would support it	51	67	29
Would think about it	11	10	13
Would not support it	9	1	19
Don't know	12	5	22
Data processing			
No response	23	32	11
Would support it	38	31	48
Would think about it	13	9	18
Would not support it	12	15	8
Don't know	14	13	16

Student Response Sheet
continued

Items and Responses	Percentage of Respondents		
Group:	All Respondents	Boys	Girls
Total N:	150	87	63
40. continued			
Electronics			
No response	19%	26%	10%
Would support it	43	47	37
Would think about it	13	14	11
Would not support it	10	2	21
Don't know	15	10	22
Graphic arts			
No response	21	28	11
Would support it	37	35	40
Would think about it	15	12	19
Would not support it	11	10	13
Don't know	17	16	18
41. Expected reaction from parents if one decided to attend college			
No response	9	9	8
Would support it	71	69	73
Would think about it	11	13	10
Would not support it	2	2	2
Don't know	7	7	8

Table 2. Students known to be enrolled in areas related to their parents' fields.

Number of Students	Sex of Student	Parent(s)	Field
4	male	father	carpentry
2	male	father	welding
1	male	father	cosmetology
1	male	mother	communications
1	male	both	auto mechanics
1	female	father	cosmetology
1	female	mother	cosmetology

Table 3. Numbers of respondents and mean ratings of importance of persons, by sex of respondent.

Person	Total N		Mean Rating*	
	Boys	Girls	Boys	Girls
Mother	81	58	2.01	2.33
Father	77	57	1.99	2.04
Other family member(s)	75	55	1.83	1.80
Teacher(s)	73	55	1.53	1.58
Guidance counselor(s)	79	58	1.92	2.02
School principal	74	54	1.28	1.33
Your friends	73	56	1.68	2.07
Yourself	79	57	2.89	2.88

* 1=not important; 2=somewhat important; 3=very important.

Table 4. Mean expected levels of parental support for various choices of courses or majors, by sex of student.

Field	Total N		Mean Expected Support*	
	Boys	Girls	Boys	Girls
Machine trades	59	41	1.36	1.76
Cosmetology	45	53	2.29	1.15
Food preparation and service	50	53	1.68	1.30
Auto mechanics	61	48	1.34	2.00
Construction trades	68	38	1.16	1.84
Data processing	48	46	1.71	1.46
Electronics	55	43	1.29	1.77
Graphic arts	49	45	1.57	1.77
College	73	53	1.21	1.15

* 1=they would support it; 2=they would think about it; 3=they would not support it.

Table 5

Student Interview Interpretation

Boys vs. Girls

Background Information	Group: All Respondents	Number of Respondents: Boys	Girls
Total N:	167	96	71
Sex of student			
Male	96	96	—
Female	71	—	71
School attended by student			
Onondaga-Madison BOCES East	55	29	26
Onondaga-Madison BOCES West	35	20	15
Syracuse Central Tech	57	35	22
Nottingham	20	12	8
Student's occupational education program			
Carpentry	42	42	0
Cosmetology	46	1	45
Fashion	10	0	10
Foods	22	9	13
Machine trades	38	38	0
Auto mechanics	3	3	0
Child care	1	0	1
Electronics	1	1	0
Computer technology	2	0	2
Graphic arts	2	2	0
Racial/ethnic origin			
Not indicated	2	0	2
Asian or Oriental	0	0	0
Black or Afro-American	33	14	19
Caucasian	130	81	49
Hispanic	1	1	0
Native American	1	0	1

Student Interview Interpretation

	Percentage of Respondents		
Group:	All Respondents	Boys	Girls
Total N:	167	96	71

Questions and Responses

1. Reasons for choice of program			
Not indicated	0%	0%	0%
Don't know	2	1	3
To leave home school	4	3	6
No other opening of interest	8	7	10
Didn't want college	1	1	0
Was placed--didn't choose	2	3	0
Needed credits or a major	4	3	4
Convinced by counselor; suggested by principal	1	2	0
Course was recommended	4	1	7
Interest developed while in another program	2	1	3
Likes field or work, or feature of work	11	9	13
Good income; good trade	2	4	0
Good at work; experience in area	5	6	4
To work in father's field or business	1	2	0
To meet and help people	1	0	3
To try it out	2	0	4
Wants something new, different	1	2	0
To learn a skill, prepare for career	13	15	11
Always wanted it	2	2	3
Wanted an A.M./P.M. course	1	1	0
Good conditions and pay	4	5	1
Presence of role models	13	16	9
Sounded interesting	19	16	24
2. Occupational program was			
Not indicated	5	7	3
1st choice	81	75	89
2nd choice	9	12	4
3rd choice	2	2	1
Narrowed down from broader area	1	1	0
Chosen after taking another program	1	0	3
Chosen when unsure of choice	1	2	0

Student Interview Interpretation

continued

Group:	Percentage of Respondents		
	All Respondents	Boys	Girls
Total N:	167	96	71

Questions and Responses

3. Which of the following helped student decide about occupational programs? Students could select as many as appropriate.			
Home counselor	35%	30%	40%
BOCES or Central counselor	3	2	4
High school teacher	2	1	3
BOCES teacher	0	0	0
Peers	13	12	14
Relative	40	35	44
Other role model	3	3	3
No one	12	10	13
Other	26	28	21
Career education efforts	1	0	3
Printed materials	16	16	16
4. Which relatives helped in decision?			
No response	44	54	31
Father	20	20	20
Mother	20	9	34
Brother; brother-in-law	5	9	0
Sister	4	1	7
Grandfather	1	2	0
Grandmother	1	0	1
Uncle	4	4	3
Aunt	1	0	1
Whole family; others	1	0	3
5. What were the "other" influences in decision?			
No response	72	67	79
Father's friend	2	4	0
Neighbor	2	3	0
Visited school	15	17	13
Visitation by BOCES or Central	7	7	7
Slides	1	1	0
Research project	1	1	0
Parent meetings	1	0	1

Student Interview Interpretation

continued

Group:	Percentage of Respondents		
	All Respondents	Boys	Girls
Total N:	167	96	71

Questions and Responses

6. Which one was most influential in student's decision?			
Not indicated	51%	53%	48%
Home counselor	8	6	10
BOCES or Central counselor	1	1	1
High school teacher	1	1	1
BOCES teacher	0	0	0
Peers	7	6	7
Relative	15	16	14
Other role model	2	1	3
Self	12	15	9
Other	0	0	0
Career education efforts	1	0	1
Printed materials	3	1	6
7. Kinds of information received about options in occupational programs and courses.			
Not indicated	26	29	21
Information about one option	11	12	11
Information about several options	49	45	54
Only considered one option; had decided	2	3	0
Completed other program first	1	0	3
Took Iowa test showing aptitude	1	1	0
Misinformed about option chosen	1	1	0
Movie, slides, and/or tour	6	6	6
Other	4	3	6
8. Adequacy of information about options			
Not indicated	23	26	20
Inadequate	20	17	24
Adequate	55	56	52
Don't know	2	1	3
Seemed adequate at the time	1	0	1

Student Interview Interpretation

continued

Group:	All Respondents	Boys	Girls
Total N:	167	96	71
	Percentage of Respondents		

Questions and Responses

9. Other information needed			
None, or not indicated	80%	78%	83%
Don't know; unsure	2	2	3
Counselor (or someone) should have talked to student	2	2	3
Information about or visit from BOCES	1	2	0
Information from home school	1	1	0
More and/or more specific information	5	6	3
More information about career options	1	0	1
More information about course options	2	0	4
Information about actual work, jobs available, salaries	4	5	1
Information about actual course (math or tools required; number of years)	2	3	1
10. Would student make same choice again? (Nottingham not included) N=147)			
Not indicated	4	2	6
Yes	80	82	78
No	9	8	10
Sooner	2	4	0
Yes, but also more general courses	1	1	0
Maybe	3	2	3
Don't know	1	0	2
Not a BOCES course	1	0	2
11. Why one would make the same choice again N=	147	84	63
Not indicated	40%	37%	44%
Enjoys the program or work	26	29	22
Likes a feature of the work	2	2	2
Educational, gained knowledge	7	10	3
Helps toward career in field	3	5	0
Good future, jobs available	7	10	5
Good teacher	6	7	5
It's what student wants to do	4	4	5
Father's business or field	1	1	0
Wanted a specific other program	1	0	2
It's free	1	1	0
For experience	5	2	10
Wants to go into related field	2	4	0
Has more to learn in subject	1	1	0
Class atmosphere	1	1	0
Classes are interesting, unlike regular programs	1	1	0
Likes working with people	1	0	2
Helpful to fall back on in future.	1	0	3

Student Interview Interpretation

continued

Group:	Percentage of Respondents		
	All Respondents	Boys	Girls
Total N:	167	96	71

Questions and Responses

12. Why one would not make the same choice again.	N=147	84	63
Not indicated	91%	92%	90%
Wanted a specific other program	1	2	0
A specific other program would be better	1	1	2
Interested in unrelated field	2	1	3
Doesn't like this program	1	1	0
Career not good for men/women	1	0	2
Doesn't need more credits	1	1	0
Course and career are not as expected	2	2	2
Didn't know or misinformed about other courses	1	0	3
Don't want to do this work forever	1	1	2
13. Was student interested in another program?	N=167		
Not indicated	14%	6%	25%
Yes	40	44	35
No	43	48	35
In some others	1	2	0
Don't know	1	0	1
Already completed another program	1	0	3

Student Interview Interpretation

continued

Group:	Percentage of Respondents		
	All Respondents	Boys	Girls
Total N:	167	96	71

Questions and Responses

14. Which other programs were of interest?

None or not indicated	52%	48%	58%
Carpentry	5	8	1
Cosmetology	5	0	11
Fashion	3	0	7
Foods	1	1	1
Machine trades	2	4	0
Auto mechanics	9	15	1
Electrician; electronics	1	2	0
Nursing	2	0	6
Radio & TV; communications	2	3	0
Air conditioning	1	1	0
Photography	2	1	3
Aero technology	1	1	0
Airline attendant	2	0	4
Art	1	0	3
Auto repair or shop	2	3	0
Business	1	0	1
Drafting (or architecture)	1	2	0
Graphic arts	1	1	1
Interior decoration	1	0	1
Masonry	2	4	0
Mechanics	1	1	0
Motorcycle mechanics	1	1	0
Music	1	1	0
Plumbing	1	2	0

Student Interview Interpretation

continued

Group:	Percentage of Respondents: All Respondents	Boys	Girls
Total N:	167	96	71

Questions and Responses

15. Why didn't student take the other program?			
No interest in another program or not indicated	77%	72%	85%
Course was filled	10	13	6
Liked current field better	1	0	1
Job prospects better in this field; no marketable skill	2	2	1
Counselor convinced student to take second choice	1	1	0
Was ambivalent	1	0	1
Course not offered	3	4	1
Scheduling preferences	1	2	0
Takes one year	1	1	0
Needed to be in 11th grade	1	0	1
Learned about it too late	1	1	1
Could only take one course	1	1	0
Didn't want that teacher	1	1	0
Didn't want sewing	1	0	1
Miscellaneous	1	2	0
16. Role of guidance counselor in selection			
Not indicated	10	9	11
None, or none yet	20	26	13
Discouraged student	1	1	1
Didn't talk to student	1	0	1
Put things off; gave wrong impression, etc.	3	3	3
Processed paperwork; made phone calls	13	9	17
Talked to student reluctantly, or when asked	1	1	1
General meeting with students	1	1	1
Provided printed and audio-visual materials	8	12	4
Talked to student about choice	7	2	13
Met with parents	1	0	1
Arranged for visit to school	2	2	3
Told student about school, course options, etc.	8	8	9
Talked about jobs, fields, money	5	6	3
Told about needed background courses	2	3	1
Encouraged student	3	3	3
Suggested alternate program	1	0	3
Helped get in course	4	5	1
Helped decide	2	2	1
Made the final decision	1	1	0
Suggested specific (traditional) options	6	4	9

Student Interview Interpretation

continued

Group:	Percentage of Respondents		
	All Respondents	Boys	Girls
Total N:	167	96	71

Questions and Responses

17. Role of career education in selection			
None indicated	27%	26%	28%
None, or doesn't remember	47	55	35
Very little; didn't help	4	6	1
Orientation program or slides from BOCES	1	0	3
Counselor spoke to class	1	1	1
An English unit	4	2	6
A home economics unit	1	0	3
Research paper	3	1	6
Visited school	1	0	1
Career day	4	3	4
One class presentation	1	1	0
A course, or half a course	2	1	4
Summary information, list, or interest survey	3	2	4
Elementary school program	2	1	3
18. Feelings toward reversal of enrollments in classes			
None indicated	1	0	1
Negative	13	15	10
Non-commital	10	10	9
Positive	40	34	45
Positive with qualifications (unspecified)	7	5	10
Neutral; okay	13	15	10
Different, but not negative	1	1	0
Embarrassed	1	0	1
More entertaining	1	1	0
Okay as long as learning something, and treated the same	2	4	0
If they want to	1	1	0
Okay but would learn less because other students would require more time from teacher	1	1	0
Okay if at least one other of ones sex in class	1	1	0
Depends on what they look like, who they are	1	2	0
May cause changes in language and clothes	1	1	0
If they can handle it; girls would look up to boys	1	1	0
Okay, but problem with hemming skirts, trying on and fitting garments	1	0	3

Student Interview Interpretation

continued

Group:	Percentage of Respondents: All Respondents	Boys	Girls
Total N:	167	96	71
Questions and Responses			
18. Feelings toward reversal of enrollments in classes, continued.			
Women couldn't do the heavy work	1%	1%	0%
Would withdraw because it would be dangerous	1	1	0
Classes should be 50-50	2	0	4
Student likes mixed class, as it is now	4	5	3
Class is mixed, so didn't understand the question	2	0	4
19. Reactions to woman working full-time			
Not indicated	1	1	0
Negative	4	5	3
Non-commital	4	6	1
Positive	62	55	70
Positive with qualifications (unspecified)	4	6	1
If she wants to	13	14	11
If she needs to	1	2	0
If she can handle it, is able	2	4	0
Depends on job	1	1	0
Depends on her other responsibilities	1	0	1
Unless there are little children	1	0	1
Not if she has a family, children	5	3	7
Not if married	1	0	3
Can work in women's jobs, not at night	1	2	0
20. Reactions to man working full-time			
Not indicated	2	3	1
Negative	0	0	0
Non-commital	1	0	1
Positive	88	82	96
Positive with qualifications (unspecified)	1	1	0
If he wants to	2	3	1
If he needs to	1	1	0
If he can handle it, is able	2	3	0
If he can get the work	1	1	0
Depends on job	1	1	0
He has to, should, is expected to	2	4	0

Student Interview Interpretation

continued

	Percentage of Respondents		
Group:	All Respondents	Boys	Girls
Total N:	167	96	71

Questions and Responses

21. Feelings about husband being responsible for major part of homemaking chores			
Not indicated	1%	2%	0%
Negative	14	20	7
Non-commital	2	0	4
Positive	12	14	10
Positive with qualifications (unspecified)	1	1	0
Chores should be shared	41	28	58
If not working	1	1	0
If spouse is working	15	15	16
Depends on their jobs	1	2	0
If he wants, or likes it	3	3	3
Outside, heavy work only, not traditional women's chores	5	8	1
Wife should be more responsible	2	2	1
Occasionally, some types of work	2	4	0
22. Feelings about wife being responsible for major part of homemaking chores.			
Not indicated	1	1	1
Negative	0	0	0
Non-commital	1	0	3
Positive	35	43	24
Positive with qualifications (unspecified)	1	1	0
Chores should be shared	35	27	47
If not working	20	18	24
If spouse is working	1	2	0
Depends on their jobs	1	1	0
If she wants to	2	3	0
Inside or light work, not traditional men's chores	3	4	1

Student Interview Interpretation

continued

Group:	Percentage of Respondents		
	All Respondents	Boys	Girls
Total N:	167	96	71

Questions and Responses

23. Plans to work full-time, permanently			
Not indicated	5%	4%	7%
Yes	57	78	28
No	16	16	28
Don't know	4	2	6
On-and-off; take time off to travel	2	3	0
Yes, unless self-employed	1	1	0
Work and retire early	2	3	1
As long as necessary	1	1	1
Yes, if financial need	1	0	1
Yes, if married	1	1	0
Work in shop at home	1	0	1
Part-time at first, or while in school	1	0	3
Part-time after marriage	4	0	9
Part-time if have children	4	0	10
Not if have children, or small children	1	0	3
Yes, after things are settled in ones marriage	1	0	1
24. Does ones mother work full-time?			
Not indicated	50	56	41
Yes	38	31	48
No	8	7	9
No, but she used to	2	4	0
Part-time	2	1	3
25. Attitude toward possiblity of mother working full-time			
Not indicated	18	16	21
Likes	28	27	30
Dislikes	29	24	37
Neutral; that's life	7	10	1
Don't know	3	4	1
If she wants to or enjoys it	2	3	0
Her decision	1	0	1
Shouldn't have to	1	1	0
Mixed reaction; okay if needed	8	9	6
If no little children	4	5	3

Student Interview Interpretation

continued

Group:	All Respondents	Boys	Girls
	Percentage of Respondents		
Total N:	167	96	71

Questions and Responses

26. Advantages of mother working full-time			
Not indicated	49%	50%	46%
None	16	10	23
More money, things	22	23	20
Freedom; less discipline; she's not around	8	10	4
Keeps her busy, she's learning things	1	1	1
She is happier	1	0	1
Teaches responsibility	1	1	1
Student doesn't have to work	1	1	0
She gets out	2	3	1
She needs something else to do	1	0	1
27. Disadvantages of mother working full-time			
Not indicated	39	47	28
None	15	14	17
More chores	14	14	16
Miss time with her	20	16	25
No car; no supper ready	2	3	0
She's too tired, too old, needs time for self	4	1	7
Too much work with housework; works too hard	2	1	3
Works nights	1	1	0
She complains	1	0	3
Bad for children; child care responsibility	3	4	1
28. Does ones father work full-time?			
Not indicated	48	50	45
Yes	50	48	54
No	1	1	1
No, but he used to	1	1	0
29. Attitude toward possibility of father working full-time			
Not indicated	29	29	30
Likes	55	57	52
Dislikes	6	3	10
Neutral; that's life	2	3	1
Don't know	1	0	1
If he wants to, enjoys it	2	2	1
He should	5	5	4

Student Interview Interpretation

continued

Group:	All Respondents	Boys	Girls
	Percentage of Respondents		
Total N:	167	96	71
Questions and Responses			
30. Advantages of father working full-time			
Not indicated	65%	64%	66%
None	15	15	16
More money, things	11	12	10
Has good hours as teacher	1	1	0
He's not around	2	2	3
He feels responsible, feels he's helping	1	0	3
Family is responsible for each other	1	1	0
More free time for student	1	1	0
It's needed or usual	2	2	3
He needs to get out	1	2	0
31. Disadvantages of father working full-time			
Not indicated	66	65	68
None	24	25	23
Miss time with him	8	7	10
Travels	1	1	0
Works too much--bad for him	1	1	0
Not doing what he wants	1	1	0
32. General Interviewer Ratings			
Accepting of non-traditional enrollment			
Not indicated	28	37	16
Not	15	18	11
Somewhat	46	38	56
Very	12	8	17
Accepting of non-traditional adult work roles for men			
Not indicated	26	37	13
Not	29	28	30
Somewhat	38	30	48
Very	7	5	10
Accepting of non-traditional adult work roles for women			
Not indicated	26	35	13
Not	13	14	11
Somewhat	53	45	63
Very	9	6	13

Student Interview Interpretation

continued

Group: All Respondents	Percentage of Respondents		
	All Respondents	Boys	Girls
Total N:	167	96	71
Questions and Responses			
Accepting of non-traditional home roles for men			
Not indicated	26%	35%	14%
Not	16	18	13
Somewhat	51	44	61
Very	7	3	13
Accepting of non-traditional home roles for women			
Not indicated	26	35	14
Not	19	23	13
Somewhat	49	39	63
Very	6	3	10

Table 6

Parent's Response Sheet

Boys' Parents vs Girls' Parents

Background Information	Number of Respondents*		
Group:	All (183) Respondents	Boys'(94) Parents	Girls'(87) Parents
Forms completed by			
Father	65	32	32
Mother	102	53	48
Both	8	3	5
Other	8	6	2
Sex of Child			
No response	2	-	-
Male	94	94	0
Female	87	0	87
School attended by child			
Onondaga-Madison BOCES East	74	36	38
Onondaga-Madison BOCES West	35	12	21
Syracuse Central Tech	51	34	17
Nottingham	23	12	11
Child's occupational education program			
No response	2	0	0
Carpentry	44	44	0
Cosmetology	61	2	59
Fashion	9	0	9
Foods	24	10	14
Machine trades	29	29	0
Auto mechanics	3	3	0
Child care	2	0	2
Electronics	2	2	0
Nursing	1	0	1
Radio-TV	2	2	0
Computer technology	2	0	2
Graphic arts	2	2	0

* Two forms were completed by parents of a student at BOCES West who did not complete either of the student forms. Thus for two of the forms the student's sex and program are unknown.

Parent's Response Sheet
continued

Items and Responses	Percentages of Respondents		
	All Group: Respondents Total N: 183	Boys' Parents 94	Girls' Parents 87
1a.) Feelings about occupational courses in which son/daughter is enrolled			
No response	2%	1%	2%
Complete agreement	86	92	79
Okay to try out	9	6	12
No opinion	1	1	1
Not the best choice(s)	1	0	2
Poor choice(s)	2	0	3
1b.) Would one have different feelings if a twin of the opposite sex were enrolled in the same courses?			
No response	2	2	2
Yes	17	22	12
No	42	34	49
I'm not sure	11	10	13
Depends on the twin	28	32	24
2.) Feelings about student's interest in enrolling in various occupational programs. About boy's interest in:			
Secretarial programs			
No response	18	20	15
Would encourage	15	16	15
Not sure	29	29	28
Would discourage	38	35	43
Machine Trades			
No response	8	7	8
Would encourage	83	85	81
Not sure	7	5	8
Would discourage	3	2	3
Cosmetology			
No response	16	19	14
Would encourage	20	17	22
Not sure	26	21	30
Would discourage	38	43	35
Food preparation and service			
No response	11	14	8
Would encourage	62	60	63
Not sure	18	19	17
Would discourage	9	7	12

Parent's Response Sheet
continued

Items and Responses	Percentages of Respondents		
	All Respondents	Boys' Parents	Girls' Parents
	Group: Total N: 183	94	87
About boy's interest in:			
Auto mechanics			
No response	10%	12%	9%
Would encourage	83	81	84
Not sure	6	6	5
Would discourage	2	1	2
Construction trades			
No response	10	10	10
Would encourage	80	79	81
Not sure	7	10	3
Would discourage	4	2	6
Data processing			
No response	12	13	10
Would encourage	73	70	76
Not sure	13	16	9
Would discourage	3	1	5
Electronics			
No response	9	10	9
Would encourage	86	84	89
Not sure	4	6	2
Would discourage	0	0	0
Graphic arts			
No response	9	10	9
Would encourage	73	73	74
Not sure	14	14	14
Would discourage	3	3	2
About girl's interest in:			
Secretarial programs			
No response	10	12	9
Would encourage	79	80	78
Not sure	6	6	6
Would discourage	5	2	7
Machine trades			
No response	15	18	12
Would encourage	19	17	21
Not sure	27	25	28
Would discourage	40	40	40

Parent's Response Sheet
continued

Items and Responses	Percentages of Respondents		
	All Group: Respondents Total N: 183	Boys' Parents 94	Girls' Parents 87
About girl's interest in:			
Cosmetology			
No response	11%	16%	6%
Would encourage	76	72	82
Not sure	9	9	8
Would discourage	4	3	5
Food preparation and service			
No response	10	12	9
Would encourage	78	83	72
Not sure	7	4	9
Would discourage	5	1	9
Auto mechanics			
No response	12	15	9
Would encourage	25	26	24
Not sure	28	28	29
Would discourage	34	32	38
Construction trades			
No response	14	16	12
Would encourage	15	13	18
Not sure	28	26	31
Would discourage	43	46	39
Data processing			
No response	7	9	6
Would encourage	76	80	72
Not sure	13	9	16
Would discourage	4	3	6
Electronics			
No response	13	15	10
Would encourage	45	46	45
Not sure	29	28	30
Would discourage	13	12	15
Graphic arts			
No response	12	13	12
Would encourage	62	68	56
Not sure	20	15	25
Would discourage	6	4	7

Parent's Response Sheet
continued

Items and Responses continued	Percentages of Respondents		
	All Respondents	Boys' Parents	Girls' Parents
Group: Total N:	183	94	87
3. How does ones son/daughter make decisions concerning selections of courses and/or a career?			
No response	4%	5%	2%
Parents less important than friends, others	7	7	7
Makes own decisions with parent's support	59	55	61
Considers choices in conjunction with parent's opinion	30	32	29
Parents make those decisions	1	0	1
4. Preferred options for son/daughter after high school (parents could select as many as appropriate)			
Full-time job	41	43	40
Part-time job	9	6	13
Armed services	9	16	2
Get married	3	3	3
Marriage and career	12	6	17
Attend two-year college	20	22	19
Attend four-year college	19	16	22
Travel	9	4	14
No plans	2	2	1
Don't know	2	3	0
Training or apprentice program	34	39	29
Other	8	10	6
No response	1	1	1

Table 7. Responses indicating sex-role stereotyping.

Responses	Number of Responses
Not a trade for a boy/girl	13
A boy/girl would take after ones father/mother	1
A boy/girl would be interested in another course, or wouldn't be interested in this course	7
A male/female dominated field of work	5
A boy/girl wouldn't be interested in some feature of the job, e.g. heavy work	1
A boy/girl dominated course of study	4
Work opportunities would not be good for a boy/girl	2
Work opportunities would be better for a boy/girl	1
Prefer an easier line of work for her	2
TOTAL	36

Table 8. Attitudes of parents toward girls enrolling in traditionally male fields.

	Would encourage	Not sure	Would discourage	No response
A. Machine Trades				
Percent of boys' parents	17%	25%	40%	18%
Percent of girls' parents	21	28	40	12
B. Auto Mechanics				
Percent of boys' parents	26	28	32	15
Percent of girls' parents	24	29	38	9
C. Construction Trades				
Percent of boys' parents	13	26	46	16
Percent of girls' parents	18	31	39	12
D. Electronics				
Percent of boys' parents	46	28	12	15
Percent of girls' parents	45	30	15	10
E. Graphic Arts				
Percent of boys' parents	68	15	4	13
Percent of girls' parents	56	25	7	12

Table 9. Attitudes of parents toward boys enrolling in traditionally female fields.

	Would encourage	Not sure	Would discourage	No response
A. Secretarial Programs				
Percent of boys' parents	16%	29%	35%	20%
Percent of girls' parents	15	28	43	15
B. Cosmetology				
Percent of boys' parents	17	21	43	19
Percent of girls' parents	22	30	35	14

Table 10. Parents' preferences for their sons/daughters in five years.

Response Category	Per Cent of Respondents		
	All Parents	Boys' Parents	Girls' Parents
1. Related trade or business	16%	22%	10%
2. Unrelated trade or business	2	3	1
3. Working, field unspecified	26	21	30
4. Married and working	6	3	10
5. Married; married with children	7	7	7
6. Making a living, making money	21	30	11
7. Owning a car, house, etc.	2	3	1
8. In or graduated from college	9	13	6
9. In armed forces	3	7	0
10. Being happy; enjoying work	29	30	27
11. Prepared for trade, not working	1	0	1
12. Working if not married	1	0	1
13. Whatever they choose	22	17	26
14. In parent's business	1	1	0
15. Having own business	5	1	10
16. Working and advancing	6	8	4
17. Don't know	1	3	0
Total number of respondents	149	76	73

Table 11

Parent's Response Sheet

Male Respondents; Female Respondents; Both Parents

Background Information	Number of Respondents			
Group:	All (183) Respondents	Male (69) Respondents	Female (106) Respondents	Both (8) Parents
Forms completed by				
Father	65	65	-	-
Mother	102	-	102	-
Both	8	-	-	8
Other	8	4	4	-
Sex of Child				
No response	2	1	1	0
Male	94	36	55	3
Female	87	32	50	5
School attended by child				
Onondaga-Madison BOCES East	74	34	39	1
Onondaga-Madison BOCES West	35	14	19	2
Syracuse Central Tech	51	14	32	5
Nottingham	23	7	16	0
Child's occupational education program				
No response	2	1	1	0
Carpentry	44	18	24	2
Cosmetology	61	27	33	1
Fashion	9	1	8	0
Foods	24	7	12	5
Machine trades	29	10	19	0
Auto mechanics	3	1	2	0
Child care	2	1	1	0
Electronics	2	1	1	0
Nursing	1	0	1	0
Radio-TV	2	1	1	0
Computer technology	2	0	2	0
Graphic arts	2	1	1	0

Parent's Response Sheet
continued

Items and Responses	Percentages of Respondents			
Group:	All Respondents	Male Respondents	Female Respondents	Both Parents
Total N:	183	69	106	8
1a.) Feelings about occupational courses in which son/daughter is enrolled				
No response	2%	4%	0%	0%
Complete agreement	86	86	86	88
Okay to try out	9	6	10	12
No opinion	1	1	1	0
Not the best choice(s)	1	1	1	0
Poor choice(s)	2	1	2	0
1b.) Would one have different feelings if a twin of the opposite sex were enrolled in the same courses?				
No response	2	4	1	0
Yes	17	14	18	25
No	42	36	46	38
I'm not sure	11	13	10	0
Depends on the twin	28	32	24	38
2.) Feelings about student's interest in enrolling in various occupational programs.				
About boy's interest in:				
Secretarial programs				
No response	18	19	16	25
Would encourage	15	10	19	12
Not sure	29	25	31	38
Would discourage	38	46	34	25
Machine Trades				
No response	8	9	6	25
Would encourage	83	86	85	38
Not sure	7	1	8	38
Would discourage	3	4	2	0
Cosmetology				
No response	16	17	14	38
Would encourage	20	16	24	0
Not sure	26	20	27	50
Would discourage	38	46	35	12
Food preparation and service				
No response	11	16	7	25
Would encourage	62	54	68	50
Not sure	18	20	16	25
Would discourage	9	10	9	0

Parent's Response Sheet
continued

Items and Responses	Percentages of Respondents			
	All Respondents	Male Respondents	Female Respondents	Both Parents
Group: Total N:	183	69	106	8
About boy's interest in:				
Auto mechanics				
No response	10%	13%	8%	25%
Would encourage	82	80	87	50
Not sure	6	4	5	25
Would discourage	2	3	1	0
Construction trades				
No response	10	13	7	25
Would encourage	80	75	85	50
Not sure	7	7	5	25
Would discourage	4	4	4	0
Data processing				
No response	12	13	9	25
Would encourage	73	74	74	38
Not sure	13	10	13	38
Would discourage	3	3	3	0
Electronics				
No response	9	10	8	25
Would encourage	86	86	90	50
Not sure	4	4	3	25
Would discourage	0	0	0	0
Graphic arts				
No response	10	12	8	25
Would encourage	73	68	79	38
Not sure	14	16	12	25
Would discourage	3	4	1	12
About girl's interest in:				
Secretarial programs				
No response	10	13	9	0
Would encourage	79	84	77	50
Not sure	6	0	7	50
Would discourage	5	3	7	0
Machine trades				
No response	15	16	14	12
Would encourage	19	17	21	0
Not sure	27	22	28	50
Would discourage	40	45	37	38

Parent's Response Sheet
continued

Items and Responses	Percentages of Respondents			
	All Respondents	Male Respondents	Female Respondents	Both Parents
Group: Total N:	183	69	106	8
About girl's interest in:				
Cosmetology				
No response	11%	12%	11%	0%
Would encourage	76	78	76	50
Not sure	9	9	7	38
Would discourage	4	1	6	12
Food preparation and service				
No response	10	14	8	0
Would encourage	78	77	80	62
Not sure	7	3	7	38
Would discourage	5	6	5	0
Auto mechanics				
No response	12	16	9	12
Would encourage	25	23	27	12
Not sure	28	20	33	38
Would discourage	34	41	30	38
Construction trades				
No response	14	20	9	12
Would encourage	15	12	18	12
Not sure	28	17	34	50
Would discourage	43	51	39	25
Data processing				
No response	7	7	8	0
Would encourage	76	84	73	50
Not sure	13	6	14	50
Would discourage	4	3	6	0
Electronics				
No response	13	17	9	12
Would encourage	45	44	48	25
Not sure	29	25	29	62
Would discourage	13	14	13	0
Graphic arts				
No response	12	16	9	12
Would encourage	62	62	64	38
Not sure	20	14	23	38
Would discourage	6	7	4	12

Parent's Response Sheet
continued

Items and Responses continued	All Respondents	Male Respondents	Female Respondents	Both Parents
Group:		Percentages of Respondents		
Total N:	183	69	106	8
3. How does ones son/daughter make decisions concerning selections of courses and/or a career?				
No response	4%	1%	6%	0%
Parents less important than friends, others	7	10	6	0
Makes own decisions with parent's support	59	54	61	62
Considers choices in conjunction with parent's opinion	30	33	27	38
Parents make those decisions	1	1	0	0
4. Preferred options for son/daughter after high school (parents could select as many as appropriate)				
Full-time job	41	36	45	25
Part-time job	9	10	8	12
Armed services	9	10	8	12
Get married	3	1	5	0
Marriage and career	12	12	12	12
Attend two-year college	20	13	24	12
Attend four-year college	19	19	20	0
Travel	9	4	11	12
No plans	2	0	3	0
Don't know	2	3	1	0
Training or apprentice program	33	35	34	12
Other	8	7	7	25

Table 12. Types of reasons respondents felt as they did about their child's course.

Types of Responses	Per Cent of Responses Of Men's	Of Women's
Related to schools	37%	48%
Related to child	19	18
Related to finances	2	1
Related to occupational education or trades	40	32
Related to sex-role stereotyping	2	1

Table 13. Types of reasons given for attitudes toward opposite-sex twin taking child's occupational education course.

Types of Responses	Per Cent of Responses Of Men's	Of Women's
Related to quality of schooling	2%	2%
Related to child	62	56
Related to occupational education or trades	0	4
Related to sex-role stereotyping	27	22
Related to belief in equal skills and opportunities for men and women	8	16

Table 14. Preferred options for children after high school.

Options	Per Cent of Responses Of Males	Of Females
Full-time job	24%	27%
Part-time job	8	5
Armed services	8	4
Married	0	3
Married and career	8	7
Two-year college	10	13
Four-year college	11	11
Travel	3	5
No plans	0	2
Don't know	2	1
Apprentice program	22	20
Other	6	4
Total number of responses	104	169

Table 15. Preferred activities for child in five years.

Responses	Per Cent of Responses	
	Men	Women
Related trade or business	15%	16%
Unrelated trade or business	0	3
Working, field unspecified	30	23
Married and working	4	7
Married; married with children	4	7
Making a living; making money	15	25
Owning a car, house, traveling, etc.	0	3
In or graduated from college	7	11
In armed forces	4	3
Being happy; enjoying work	20	34
Prepared for trade, not working	2	0
Working if not married	0	1
Whatever they choose	20	23
In parent's business	2	0
Having own business	6	5
Working and advancing	7	5
Don't know	2	1
Total number of respondents	54	91

Table 16

Enrollments in Secondary Trade, Industrial and Service Education in New York State, 1977-78, by Sex.

	Occupational Program	Enrollments Male	Enrollments Female	Smaller Percentage Male	Smaller Percentage Female
17.0000*	Prevocational Curricula	8918	1921		17.7%
17.0100*	Air Conditioning, Refrigeration and Heating	1918	3		0.2
17.0200*	Appliance Repair	400	56		12.3
17.0300*	Automotive Services	20411	341		1.6
17.0400*	Aviation Operations	3034	24		0.8
17.0700	Commercial Art Occupations	1383	1466	48.5%	
17.0900	Photography Occupations	949	695	42.3	
17.1000*	Construction and Maintenance Trades	9988	148		1.5
17.1100*	Custodial Services	609	35		5.4
17.1300*	Drafting	4016	482		10.7
17.1400*	Electrical Occupations	6431	78		1.2
17.1500*	Electronics	4728	158		3.2
17.1900	Graphic Arts	3123	941		23.2
17.2200*	Maritime Occupations	635	51		7.4
17.2300*	Machine and Metal Industries	6438	86		1.3
17.2600**	Personal Services	248	8834	2.7	
17.2700	Plastics Occupations	20	8		28.6
17.2802	Law Enforcement Training	72	45		38.5
17.2803**	Social Service Paraprofessionals	1	12	7.7	
17.2804	Educational Paraprofessionals	4	12	25.0	
17.2899	Public Services Occupations, Other	14	29	32.6	
17.2900	Quantity Food Occupations	1737	1537		46.9
17.3300**	Textile Production and Fabrication	332	2287	12.7	
17.8800*	Pretechnical Curricula	11	0		0.0
17.9900	Other Trade, Industrial, and Service	1341	786		37.0
	Totals	76761	20035		20.7%

* Less than 20% female (non-traditional for females)
** Less than 20% male (non-traditional for males)

Table 17. Programs Which Met Enrollment-Related Criteria

Programs	Number of Districts Offering Program	Districts with Cross-Sex Enrollment in Program
Pre-vocational Curricula	44	33
Automotive Services	72	48
Construction and Maintenance Trades	68	12
Drafting	53	50
Electronics	42	17
Machine and Metal Industries	62	13
Personal Services	60	43